

PHARR-SAN JUAN-ALAMO I.S.D.
REQUEST FOR PROPOSALS (RFP'S) FOR STUDENT DATA MANAGEMENT SYSTEM FOR
SPECIAL EDUCATION DEPARTMENT RECORDS # 17-18-035
RFP OPENING: MARCH 26, 2018 @ 3:30 P.M.

VENDORS	esped.com, Inc. (A Frontline Technologies Group, LLC Company) 6 Riverside Drive Andover, MA Scott Crouch 800-365-0114	TTCO Holding Company, Inc (SEAS Education) 955 Wallace Knob Rd, Ste.1 Mountain Home, AR Michael Johnson 870-425-6933	SuccessEd, LLC 2401 Internet Blvd., Ste. 107 Frisco, TX James W. Bridges, III 214-613-1546
Section 1 – System Requirements	Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1. System provides all elements required for reporting to PEIMS 163 Special Education and 435 Student Restraint records. PEIMS 163 Codes are automatically generated by the system based on the schedule of services. All elements can be exported to Student Information System.	Yes, with the exception of automatically generating based on the schedule of services.	Yes	Yes
2. The system must provide central, area and school level users with real time access to a single centralized database that instantaneously reflects changes made anywhere in the District.	Yes	Yes	Yes
3. The system will store, display and make available the historical student files from District's previous system.	Yes	Yes	Yes
4. The system will provide real time reports on pending needs such as Parental Consent.	Yes	Yes	Yes
5. The system software should allow staff to schedule, organize, and track meetings regarding students.	Yes	Yes	Yes
6. Must be compliant with all state and federal laws regarding special education.	Yes	Yes	Yes
7. Must be compliant with state and federal documentation regarding special education.	Yes	Yes	Yes
8. Must be compliant with all state and federal special education data reporting requirements.	Yes	Yes	Yes
9. Must be compliant with all documentation requirements in the case of an attendance audit (Texas Student Attendance Accounting Handbook).	Yes	Yes	Yes
10. Must allow staff to generate a variety of meaningful reports for the purpose of sharing information with parents and identifying appropriate student supports.	Yes	Yes	Yes
11. Software must have the capability of interfacing with other district programs such as the Student Information System (eSchool).	Yes	Yes	Yes
12. Software must allow for administrative privilege within the District for the purpose of management and security.	Yes	Yes	Yes
13. System must be web-based system.	Yes	Yes	Yes
14. Ability to access via Mac, PC or wireless device (i.e. iPad) for remote user access.	Yes	Yes	Yes
15. A support desk for system administrators.	Yes	Yes	Yes

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Section 1 – System Requirements (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
16.	Ability to provide user help within the system.	Yes	Yes	Yes
17.	The system will automatically fill out and refresh the core data as needed on each form.	Yes	Yes	Yes
18.	The system will allow the user the ability to attach files to events or remove the attachments. The attachments include, but are not limited to: text, PDF, audio, video, etc. as approved by the District.	Yes	Yes	Yes
19.	The system will allow for the transfer of files electronically outside the District per T- Rex state rules.	Yes	Yes	Yes
20.	Includes ability to create Full and Individual Evaluations, enter data, tables, reports, etc.	Yes	Yes	Yes
21.	Ability to initiate independent dates and timelines within the IEP and FIE document.	Yes	Yes	Yes
22.	The system will allow District to calculate the due date for initial FIEs and ARDs differently when the student's age is less than 3 years old.	Yes	Yes	Yes
23.	Includes all supplemental forms. For example Autism Supplement, AT supplement, graduation supplement, etc.	Yes	Yes	Yes
24.	Easily transfer students from one campus and /or case manager to another.	Yes	Yes	Yes
25.	Ability to select fields and generate reports on the data maintained by the system. These reports would also include TEA required reports such as the SPP's, PBMA's, and PEIMS.	Yes	Yes	Yes
26.	Ability to designate automatic compliance and error checks within the system.	Yes	Yes	Yes
27.	Ability to audit system files for compliance.	Yes	Yes	Yes
28.	Ability to generate campus, disability, gender, grade, age, state assessment and instructional arrangement specific reports, as well as CTE coding/endorsements.	Yes	Yes	Yes
29.	Ability to generate reports and a compliance calendar to track upcoming Annual and FIE due dates.	Yes	Yes	Yes
30.	Ability to incorporate legal updates and requests in a timely manner.	Yes	Yes	Yes
31.	Ability to generate a report of documents completed and designate forms locked vs. unlocked.	Yes	Yes	Yes
32.	Ability to track transportation services and discipline (including restraint data).	Yes	Yes	Yes

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33.	Transportation data can be extracted from Transportation form fields in a report.	Yes	Yes	Yes
34.	Ability to transition from one page to the next with minimal wait time.	Yes	Yes	Yes
35.	Ability to reset pages of data without affecting the entire document.	Yes	Yes	Yes
36.	Ability to lock documents upon their successful completion. District Administrator privilege to unlock when needed.	Yes	Yes	Yes
37.	Ability to input a bank of District generated goals and objectives.	Yes	Yes	Yes
38.	IEP Writer Section includes PLAAFP, goals, objectives, TEKS, percentages/measurements which can be customized.	Yes	Yes	Yes
39.	IEP includes notification of transfer of rights at least one year before attaining the age of majority.	Yes	Yes	Yes
40.	IEP contains a process for Parental/Adult student Revocation per TEA guidelines.	Yes	Yes	Yes
41.	The electronic forms provided as a part of the system will be able to be modified over time and in a way that the system does not “lose” the ability to view the older data.	Yes	Yes	Yes
42.	The system will capture information regarding who is involved in the IEP development for each student.	Yes	Yes	Yes
43.	Includes State Assessment Worksheets such as Participation Requirement forms, Data documentation and accommodation information and track intensive program of instruction.	Yes	Yes	Yes
44.	Provides documents to address behavior including FBA, BIP, and Manifestation and be able to generate lists of students who have each.	Yes	Yes	Yes
45.	The system will provide the information needed to secure optimum reimbursement from Medicaid for services for special education.	Yes	Yes	Yes
46.	Vendor would identify a structured system of ensuring their timely notification and compliance with Federal and State mandates at no charge.	Yes	Yes	Yes
47.	Vendor will provide all system created forms requested by District in English and Spanish.	Yes	Yes	Yes

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48	Provision of user and administrator manuals.	Yes	Yes	Yes
49	If the Federal or State government makes changes to law, policy or procedures, the program will be automatically updated with the change in order for the District to remain in compliance.	Yes	Yes	Yes
Section 2 – System Functions		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	The system must be capable of importing selected fields of data from the SIMS on a regularly scheduled basis.	Yes	Yes	Yes
2.	The system will provide a browser enabled user interface for access via the District wide area network and/or via the Internet.	Yes	Yes	Yes
3.	Training will be tailored specifically to the needs of school-based staff, providers and administrative staff including manuals customized for the District.	Yes	Yes	Yes
4.	Technical support will guide the District to achieving data accuracy levels of 98% or better on state and federal data compliance.	Yes	Yes	Yes
5.	The vendor will provide support to program manager and staff for the length of the contract.	Yes	Yes	Yes
6.	The vendor will provide technical support during contract period.	Yes	Yes	Yes
7.	The vendor will provide on-site technical support until successful installations are completed.	Yes	Yes	Yes
8.	The vendor will provide telephone and other communicative device support for length of contract.	Yes	Yes	Yes
9.	The vendor will provide customized system training to District management and users during and after system installation for an agreed upon set time.	Yes	Yes	Yes
10	The vendor will provide data transfer from current system to new system at no additional charge	Yes	Yes	Yes
11	The vendor will provide data conversion support.	Yes	Yes	Yes
12	The vendor will provide implementation support.	Yes	Yes	Yes
13	The system will include data from all fields in current system so that users do not have to re-enter data in program implementation.	Yes	Yes, We can provide uploaded PDFs from the previous system for the student.	Custom
14	The system will support real-time, district-wide special education business process information (critical path timelines for all Special Education requirements).	Yes	Yes	Yes

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Section 2 – System Functions (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
15.	The system will support school-level staffing decisions by utilizing/analyzing data to create such reports.	Yes	Yes	Yes
16.	The system will enable data auditing for compliance management and procedural performance analysis purposes.	Yes	Yes	Yes
17.	The system will support student performance outcome analysis.	Yes	Yes	Yes
18.	The system will automate IEP development, management and historical record keeping.	Yes	Yes	Yes
19.	The system will interface and display all current events, stages and project the future events for all models.	Yes	Yes	Yes
20.	The system will store, display and make available the historical student files from District's previous system.	Yes	Yes	Yes
21.	The system will capture specific related data and produce Federal and State mandated special education reports.	Yes	Yes	Yes
22.	The system will interface with existing District systems and data sources.	Yes	Yes	Yes
23.	The system will produce all necessary state mandated and District ad hoc reports.	Yes	Yes	Yes
24.	The system will allow District to continue to produce and display ad hoc reports.	Yes	Yes	Yes
25.	The system will be able to categorize and track all students supported by the District including 0-3 year olds.	Yes	Yes	Yes
Section 3 – Federal Individuals with Disabilities Education Act and Texas State Requirements including but not limited to:		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	Program will support compliance with current/future requirements of Federal Individuals with Disabilities Education Act and Texas Education Code.	Yes	Yes	Yes
2.	Program issues a report to remind users when the student's IEP, and/or FIE is out of compliance.	Yes	Yes	Yes
3.	Program automatically sets the anniversary date of IEP to prompt user to revise IEP to help ensure that IEP's are revised annually.	Yes	Yes	Yes
4.	Program allows users to revise draft/saved IEP at user discretion following compliance regulations and District processes.	Yes	Yes	Yes

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Section 3 – Federal Individuals with Disabilities Education Act and Texas State Requirements including but not limited to: (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
5.	Program allows user to set scheduled anniversary date for IEP and FIE revision.	Yes	Yes	Yes
6.	A form is provided explicitly stating rights through due process.	Custom; added to eSTAR Docs or User Guides & Notices	Yes	Yes
7.	Records are password protected to ensure confidentiality.	Yes	Yes	Yes
8.	Participant list and/or invitation letter specifically states “parent, guardian or adult student” as recipient.	Yes	Yes	Yes
9.	IEP includes a statement of present levels of academic achievement and functional performance.	Yes	Yes	Yes
10.	A database is provided with statement of measurable annual goals and short-term objectives or benchmarks and is editable by users.	Yes	Yes	Yes
11.	IEP includes a statement of measurable annual goals and short-term objectives or benchmarks which are editable by users.	Yes	Yes	Yes
12.	IEP includes a statement of special education related services and supplementary aids and services, including assistive technology, to be provided.	Yes	Yes	Yes
13.	IEP includes an explanation of the extent, if any, to which the student will not participate in regular education programs with non-disabled students.	Yes	Yes	Yes
14.	IEP includes a statement of individual program accommodations or supports for school personnel to provide.		Yes	Yes
15.	IEP includes a statement of student’s participation in state or district-wide assessment program and needed accommodations.		Yes	Yes
16.	IEP includes the projected date for initiation, anticipated duration, frequency, and location of services, accommodations and modifications.		Yes	Yes
17.	IEP includes a statement of how progress toward annual goals will be measured.		Yes	Yes
18.	IEP includes a statement of how the student's parents will be regularly informed of progress.		Yes	Yes

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Section 3 – Federal Individuals with Disabilities Education Act and Texas State Requirements including but not limited to: (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
19.	IEP includes a statement of Transition Services needs for students beginning the year the students turn 14 or earlier if requested.	Yes	Yes	Yes
20.	IEP includes a statement of the needed Transition Services for students 16 and older, or earlier if requested.	Yes	Yes	Yes
21.	IEP includes notification of transfer of rights at least one year before attaining the age of majority.	Yes	Yes	Yes
22.	IEP includes a process for Parent Revocation per TEA and District guidelines.	Yes	Yes	Yes
23.	IEP includes a process for Referred Student Withdrawal per TEA and District guidelines.	Yes	Yes	Yes
Section 4 – Developing Individual Educational Plans		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	Includes all ARD/IEP paperwork, IEP's, BIP, FBA, FIE, testing, transportation, report writing (FIE's, speech assessment and psychological assessments), restraint information.	Yes	Yes	Yes
2.	The electronic forms provided as a part of the system will be able to be modified over time and in a way that the system does not "lose" the ability to view the older data.	Yes	Yes	Yes
3.	The electronic forms will provide the ability for multiple staff members to work collaboratively in the development of a draft and provide an ability to lock the form.	Yes	Yes	Yes
4.	The system will capture information regarding who is involved in the IEP development for each student.	Yes	Yes	Yes
5.	The system will automatically fill out and refresh core data as needed on each form.	Yes	Yes	Yes
6.	The system will automatically validate and ensure that all appropriate fields are addressed.	Yes	Yes	Yes
7.	The system will enable the District to create a district-wide library of IEP goals, which will also allow for district personnel to revise or reconfigure the goals.	Yes	Yes	Yes
8.	The IEP incorporates information from previous IEP's, EP's, or family support plans.	Yes	Yes	Yes

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Section 4 – Developing Individual Educational Plans (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
9.	The IEP development process incorporates related services, supplementary aides and support services, and educational interventions. Services must be pulled from various sections within the application.	Yes	Yes	Yes
10.	Input of IEP members not present at the meeting is documented on the IEP.	Yes	Yes	Yes
11.	The IEP includes documentation of consideration of general factors including strengths of child, results of evaluations, parental concerns.	Yes	Yes	Yes
12.	The IEP includes student goals and objectives as part of the desired outcomes.	Yes	Yes	Yes
13.	The IEP specifies goals and objectives that address one or more of the domains and/or transition service activity areas.	Yes	Yes	Yes
14.	Transition needs are specified for children as they move from infant and toddler programs to pre-kindergarten programs for children with disabilities.	Yes	Yes	Yes
15.	Transition needs are specified for students in transition from juvenile justice programs to the community or other programs.	Yes	Yes	Yes
16.	All IEP components are interrelated and a logical progression per District process is evident in meeting the student's identified needs.	Yes	Yes	Yes
17.	The system must include auto-calculation of percentage based instructional arrangements.	Yes	Yes	Yes
Section 5 – Present Levels of Academic Achievement and Functional Performance		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	The system allows for multiple PLAAFP data/information and/or statements to be contributed by a variety of sources.	Yes	Yes	Yes
2.	References to specific assessments are excluded unless easily understood without teacher or test manuals.	Yes	Yes	Yes
3.	The system allows for a narrative statement of student strengths and needs to be included, descriptive information that is usable by school personnel and understood by parents and the student, as appropriate.	Yes	Yes	Yes
4.	Statements of needs are expressed in observable or measurable items.	Yes	Yes	Yes

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Section 5 – Present Levels of Academic Achievement and Functional Performance (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
5.	The priority educational needs of the student are reflected in the present level of academic achievement and functional performance statements.	Yes	Yes	Yes
6.	Statements describe student's abilities and needs in relation to the student's desired school/post-school outcomes.	Yes	Yes	Yes
7.	Statements reflect the student's abilities or behaviors in home, school, community, and work settings.	Yes	Yes	Yes
8.	Statements reflect the coordination of educational needs across all areas of the student's needs.	Yes	Yes	Yes
Section 6 – Annual Goals		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	The system allows for annual goals to be developed that are related to desired school/post outcomes and educational needs of the student. Annual goals are related to desired school/post school outcomes and educational needs.	Yes	Yes	Yes
2.	The system defaults student demographic information automatically upon the creation of an annual goals record.	Yes	Yes	Yes
3.	The system clearly distinguishes between where to create an academic goal and where to create a functional goal.	Yes	Yes	Yes
4.	The system allows for a targeted, individual PLAAFP statement to be developed for each goal on the annual goals page.	Yes	Yes	Yes
5.	The system provides a filterable (by subject/grade) bank of academic and functional skill statements that can be managed by the District and inserted by staff to assist with the creation of student PLAAFP statements.	Yes	Yes	Yes
6.	The system promotes compliance by automatically defaulting TEKS to the student's current grade level.	Yes	Yes – This can be provided with the CLASS program through the assessment.	Yes
7.	The system automatically defaults TEKS to the pre-selected subject area chosen by the user.	Yes	Yes	Yes
8.	The system provides and maintains an updated, comprehensive list of all TEKS and Pre-K guidelines to choose from and identifies readiness, supporting and essence statements.	Yes	Yes	Yes

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Section 6 – Annual Goals (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
9.	The system promotes compliance through a goal-writing feature that ensures all required components are included in every standards-based goal.	Yes	Yes	Yes
10.	The system allows educationally relevant therapies to be reflected in classroom goals, as appropriate.	Yes	Yes	Yes
11.	The system allows for user-defined, subject/focus descriptions to be applied to each individual annual goal.	Yes	Yes	Yes
12.	The system promotes compliance by having a built-in safeguard to ensure all goal start dates fall within the specified annual timeframe.	Yes	Yes	Yes
13.	The system defaults an annual goal end date that is one year less one day in the future once an annual goal start date is entered by user.	Yes	Yes	Yes
14.	The system defaults the user's title when an annual goal is developed.	No	Yes	Yes
15.	The system allows the District to develop custom goals by subject/focus area, and make them available to users.	Yes	Yes	Yes
16.	The system minimizes extra steps by including all goal elements on the same page (i.e. start date, TEKS, subject/focus, goal, objective(s), user title, reporting frequency, etc.)	Yes	Yes	Yes
17.	The system allows for the printing of goals in bulk or individual student by campus, grade, student's status (i.e. active, referral, graduated, etc.), case manager, goal status (i.e. proposed or accepted), subject/focus area (i.e. math, speech, etc.) and user-defined date range.	Yes	Yes	Yes
18.	The system allows annual goal reports to be exported in multiple format (i.e. PDF, XLS, etc.)	Yes	Yes	Yes
Section 7 – Short Term Objectives or Benchmarks		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	The system allows all objectives/benchmarks to be created on the same page as the annual goal it is related to.	Yes	Yes	Yes
2.	The system includes an automated objective-writing feature that mirrors component from the student's related annual goal.	Yes	Yes	Yes
3.	The system provides a bank of student expectations that corresponds to the selected TEKS from which users can develop academic objectives or benchmarks.	Yes	Yes – This can be provided with the CLASS program through the assessment.	Yes

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Section 7 – Short Term Objectives or Benchmarks (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
4.	The system defaults to the specific student expectations that correspond to the selected TEKS from which users can develop academic objectives or benchmarks.	Yes	Yes – This can be provided with the CLASS program through the assessment.	Yes
5.	The system allows objective or benchmarks to focus on specific needs identified in present level of academic achievement and functional performance statements, rather than curriculum scope and sequence.	Yes	Yes	Yes
6.	The system allows objectives or benchmarks to be written in relation to the student's identified strengths and needs.	Yes	Yes	Yes
7.	The system allows objectives or benchmarks to reflect progress to more complex skills or mastery of behavior.	Yes	Yes	Yes
8.	The system allows objectives or benchmarks to be written in easily understood, jargon- free statements.	Yes	Yes	Yes
9.	The system allows objective or benchmarks to reflect integration and use of skills needed in the classroom, community, school, and home.	Yes	Yes	Yes
10.	The system allows for objective or benchmarks to be chronologically and developmentally appropriate for the student.	Yes	Yes	Yes
Section 8 – Progress Reporting		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	The system automatically creates a draft progress report for each subject/focus area upon the acceptance of new annual goals and objectives/benchmarks.	Yes	Yes	Yes
2.	The system defaults the goals start date and anticipated end dates for each subject/focus area progress report.	No	Yes	Yes
3.	The system defaults the name of the person reporting progress and academic school year for every progress report.	No	Yes	Yes
4.	The system allows for progress reports to be created for up to six (6) reporting periods per year in addition to a separate annual review progress report.	Yes	Yes	Yes
5.	The system automatically defaults all approved goals and objectives into the progress report.	Yes	Yes	Yes
6.	The system allows for multiple progress status options for each goal and/or objective (i.e. In Progress, Mastered, Discontinued, Not Yet Addressed).	Yes	Yes	Yes

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Section 8 – Progress Reporting (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
7.	The system promotes best practices by providing an unlimited amount of space for anecdotal progress remarks to be entered by the user.	No	Yes	Yes
8.	The system offers a bank of district-approved, progress statements that can be easily managed by the District and used to assist users with writing progress statements.	Yes	Yes	Yes
9.	The system eliminates extra navigation by allowing all goals/objectives for the same subject/focus area to be completed on the same page.	Yes	Yes	Yes
10.	The system allows goals/objectives previously marked as mastered to be changed in the event student experiences regression.	Yes	Yes	Yes
11.	The system assists the user by anticipating which reporting period is due and defaults to that reporting period for every goal/objective.	Yes	Yes	Yes
12.	The system offers goal/objective-specific, printable resource that assists users with collecting student data.	Yes	Yes	Yes
13.	The system assists for the printing of progress reports in bulk or individual student by campus, grade, student's status (i.e. active, referral, graduated, etc.), case manager, reporting period, subject/focus area (i.e. math, speech, etc.) and person reporting progress.	Yes	Yes	Yes
14.	The system provides unlimited space for the documentation of evaluation procedures including ongoing and frequent measurement of objectives or benchmarks.	Yes	Yes	Yes
15.	The system provides unlimited space for the documentation of criteria for mastery and expected performance in terms of how well and over what period of time.	Yes	Yes	Yes
16.	A variety of evaluation methods and procedures are provided.	Yes	Yes	Yes
17.	Evaluation procedures include home, work, community, and school settings for measuring objectives or benchmarks logically carried out in a specific setting.	Yes	Yes	Yes
18.	Documentation of mastery of short-term objectives or benchmarks is included on the IEP.	Yes	Yes	Yes

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Section 9 – FIE		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	System must have capability for electronic editing and printing for the following forms/reports:	Yes	Yes	Yes
2.	FIE Packet	Yes	Yes	Yes
3.	Ability to customize text within the FIE to allow the use of Bold and Italics, as well as bullet points and numbering.	Yes	Yes	Yes
4.	Spell check tool provided within the FIE form.	Yes	Yes	Yes
5.	Ability to import images, including, but not limited to, charts, graphs, and tables, into the FIE form.	Yes	Yes	Yes
6.	Notice for FIE/Evaluations.	Yes	Yes	Yes
7.	Consent for FIE.	Yes	Yes	Yes
8.	Consent allows for delineation between initials, reevaluations, and referrals from ECI/Part C for better tracking of compliance with SPP Indicators 11 and 12.	Yes	Yes	Yes
9.	Secondary consent for psychological evaluation and/or services.	Yes	Yes	Yes
10.	System must allow District to develop, customize and maintain a master list of evaluation instruments available to District staff.	Yes	Yes	Yes
11.	System must allow individual users to develop, customize and maintain a personal list of evaluation instruments available only to the individual user.	Yes	Yes	Yes
12.	System must allow users to upload and insert image files into an FIE and/or individual disability report.	Yes	Yes	Yes
13.	Disability Eligibility Reports (SLD, SI, OHI, OI, AI, VI, DB, ID, NCEC, ED, AU, MD, TBI)	Yes	Yes	Yes
Section 10 – Program Accommodations and Supports for Personnel		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	Accommodations or supports for personnel are related to meeting priority educational needs and attaining the desired school or post-school outcomes identified on the IEP.	Yes	Yes	Yes
2.	A positive correlation between accommodations in the instructional program and in the State or district-wide assessment program is reflected.	Yes	Yes	Yes

PHARR-SAN JUAN-ALAMO I.S.D.
REQUEST FOR PROPOSALS (RFP'S) FOR STUDENT DATA MANAGEMENT SYSTEM FOR
SPECIAL EDUCATION DEPARTMENT RECORDS # 17-18-035
RFP OPENING: MARCH 26, 2018 @ 3:30 P.M.

VENDORS		esped.com, Inc.	TTCO Holding Company, Inc	SuccessEd, LLC
Section 10 – Program Accommodations and Supports for Personnel (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
3.	Input from a variety of sources (e.g., parents, student, basic or vocational teacher, employment specialist, agency representative) is reflected.	Yes	Yes	Yes
4.	Accommodations that support participation in the instructional and assessment program are understood by parents, the student, and individuals involved in implementation and those accommodations are specified in detail.	Yes	Yes	Yes
5.	Alternate assessment procedures for the student's instructional program are described and include multiple techniques or assessments (e.g., student work samples, portfolio, teacher checklists, formal assessments, etc.).	Yes	Yes	Yes
6.	The accommodations selected for the state or district-wide assessment are consistent with those provided for the student for classroom assessments.	Yes	Yes	Yes
7.	Students with disabilities are given the opportunity to become familiar with testing formats and procedures used in state and district-wide assessments.	Yes	Yes through our CLASS program.	Yes
8.	Accommodations that support participation in the state or district-wide assessment program are understood by parents, the student, and individuals involved in implementation and those accommodations are specified in detail.	Yes	Yes	Yes
Section 11 – Special Education and Related Services and Supplementary Aids and Services		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	Members of the IEP team (parents, student, and regular educator as appropriate) jointly determine the needed special education and related services and supplementary aids and services.	Yes	Yes	Yes
2.	The regular education activity or program in which the student will participate is described.	Yes	Yes	Yes
3.	The benefit or purpose of participation in regular education is described.	Yes	Yes	Yes
4.	Related services address the student's priority educational needs.	Yes	Yes	Yes

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VENDORS		esped.com, Inc.	TTCO Holding Company, Inc	SuccessEd, LLC
Section 12 – Initiation Data Duration, Frequency and Location of Services and Accommodations		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	The duration of services and accommodations reflect the student's needs, goals, and desired school/post-school outcomes.	Yes	Yes	Yes
2.	Extended school year services are documented explicitly and are specified in detail.	Yes	Yes	Yes
3.	The location and frequency of services and accommodations are understood by the parents, the student, and the individuals involved in implementation and are specified in detail.	Yes	Yes	Yes
4.	System will support multiple schedules of services to be provided.	Yes	Yes	Yes
5.	Paperwork is set up in such a way to address F-D-L as per TEA requirements...specificity.	Yes	Yes	Yes
Section 13 – Transition Services		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1	The Transition IEP reflects the desired post-school outcome statement on the IEP which indicates where the student wants to be in a variety of areas (work, leisure, social, living arrangements) and addresses the student's need for post-school activities and services.	Yes	Yes	Yes
2.	A career plan is developed and reviewed to enable the student to attain his other desired post-school outcomes.	Yes	Yes	Yes
3.	Information from a transition portfolio is used in planning the student's IEP.	Yes	Yes	Yes
4.	Preplanning activities are used to identify the student's needs, interests, and preferences prior to the IEP meeting.	Yes	Yes	Yes
5.	Interagency agreements address the provision of transition services, and services are planned and coordinated through interagency councils.	Yes	Yes	Yes
6.	Multiple ways are used to involve representatives from other agencies who are unable to attend the IEP meetings.	Yes	Yes	Yes
7.	Goals and objectives are geared toward the student's desired post-school outcome.	Yes	Yes	Yes
8.	Goals reflect skill development needed for successful transition and generalization in to other environments.	Yes	Yes	Yes

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VENDORS		esped.com, Inc.	TTCO Holding Company, Inc	SuccessEd, LLC
Section 13 – Transition Services (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
9.	Early transition planning is initiated for some students based upon individual needs (e.g., ages 11-13).			Yes
10.	An electronic folder review allows for the generation of the SPP Indicator 13report.			Yes
11.	The system collects the required data elements for SPP Indicator 14.			Yes
Section 14 – Graduation Requirements and Diploma Options		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	All available and pertinent information is used to make an individual decision regarding the selection of a diploma option that meets the child's instructional needs.	Yes	Yes	Yes
2.	Decisions regarding special diploma options are recorded.	Yes	Yes	Yes
3.	The decisions regarding the diploma option are geared toward the student'sdesired post-school outcomes.	Yes	Yes	Yes
4.	Graduation options are listed and available to run in a report. Graduation codesare also available for reports.	Yes	Yes	Yes
Section 15 – Attachments		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	System will allow the user the ability to attach files to student records or remove the attachments. The attachments include but are not limited to: text, PDF, audio,video, etc. as approved by theDistrict.	Yes	Yes	Yes
Section 16 – Additional Requirements		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	The vendor will complete state and federal changes without charge in a timelymanner for the District to remain compliant.	Yes	Yes	Yes
2.	The vendor will provide all system created forms requested by the District in English and Spanish.	Yes	Yes	Yes
Section 17 – Reports		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	The reporting process provides both canned and customizable reports for repeated reporting with updated data.	Yes	Yes	Yes
2.	The system provides Compliance Reports such as PBMAS, SPP Indicators, PEIMS, Campus level and District level.	Yes	Yes	Yes

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VENDORS		esped.com, Inc.	TTCO Holding Company, Inc	SuccessEd, LLC
Section 17 – Reports (cont.)		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
3.	The system will provide detailed provider caseloads across schools.	Yes	Yes	Yes
4.	The system will produce all necessary District, State and Federal mandated reports.	Yes	Yes	Yes
5.	The system will reproduce District ad hoc reports.	Yes	Yes	Yes
6.	The system will be able to categorize and track all students supported by the District including 0-3 year olds.	Yes	Yes	Yes
7.	The system will follow the District process to calculate the due date for initial FIE's and ARD's differently when the student's age is less than 3 years old.	Yes	Yes	Yes
8.	The system will be able to create a report tracking initial FIE's and ARD's for students less than 3 years old.	Yes	Yes	Yes
9.	All canned reports must be selectable at either the central office, area or school level.	Yes	Yes	Yes
10.	The System will allow District personnel to write reports.	Yes	Yes	Yes
11.	The system will provide real-time reports on pending needs such as, parent permission and services not yet assigned to providers; upcoming timeline events due but not scheduled; all missed deadlines; timeline events completed and onschedule.	Yes	Yes	Yes
Section 18 – Eligibility		Yes/No/Custom	Yes/No/Custom	Yes/No/Custom
1.	The system will provide ability for user to create a report of all students with NOT ELIGIBLE as a status between specified date ranges.	Yes	Yes	Yes
2.	The system will provide the ability to identify NOT ELIGIBLE due to parent revocation and ELIGIBLE BUT SPECIAL EDUCATION REFUSED.	Yes	Yes	Yes
Section 19 – Architecture – Training - Support		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
1.	Do you already have an import/export interface in production with eSchool Student Information ManagementSystem?	Yes	Yes	Yes
2.	What version of SQL are you using? If not using SQL, please elaborate.	ESPED servers are running MySQL.	SEAS is running PostgreSQL 9.4.15 SEAS uses Amazon Web Service's (AWS) Relational Database Service (Amazon RDS) with PostgreSQL as the back-end database.	SQL Server 2012

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Section 19 – Architecture – Training – Support (cont.)		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
3.	Does the system have Active Directory integration capability?	Yes	Yes	Yes
4.	Does the system support single sign on? SSO implementation must include a “back door” mechanism enabling access to designated users in the event the SSO service is not available.	No	Yes	Yes
5.	How are permissions maintained – via AD group, HR job role or within the application?	Our software has hierarchy access levels for users – a user security and enrollment application exists within our applications to assist district administrators with defining levels of access for each user.	Yes within the application	<i>System designed user roles. The district Admin can assign users to specific roles.</i>
6.	Describe system architecture. Is the Application installed on a different server than the database?	A multi-tier, Web/Application/Data layer using Java on Redhat Enterprise Linux.	SEAS is a 100% cloud-based solution which is an AWS hosted environment using Ruby on Rails as our web-application framework, Amazon Relational Database Service (Amazon RDS) with PostgreSQL as the back-end database, and Amazon’s Elastic Compute Cloud (Amazon EC2) as our web service.	<i>The application is on a web farm with the SQL cluster on a different server with replication backup.</i>
7.	Are multiple school districts in the same database?	No	No	Yes
8.	If yes above, is it possible to have our own database(s) that are not comingled with other districts?	Yes	N/A	No
9.	What do you use for Web Services? (i.e. IIS, Apache)	We do not employ Web-emulation software, or other “Web-enabled” approaches such as Citrix. All user access is gained through the web browser with report execution in industry-standard Adobe Acrobat PDF format.	SEAS uses AWS’ Elastic Compute Cloud (Amazon EC2).	IIS
10.	Shall include a user interface that is operating system, web browser, and device independent. At a minimum, it should be fully compatible with plus or minus one to the current versions of Google Chrome, Mozilla Firefox, Microsoft Internet Explorer and Apple Safari web browsers, and the Microsoft Windows, Apple OS and Linux operating systems for desktop computers. In addition, the interface should be fully functional through the web browsers that are native to the mobile devices running the Apple iOS, Google Android, operating systems and/or via native applications compatible with those mobile operating systems.	Yes	Yes	Yes

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Section 19 – Architecture – Training – Support (cont.)			Yes/No/Custom or Response	Yes/No/Custom or Response
11.	Identify and provide file layouts for the extracts that will be required to/from the application. Include the process used for data encryption.	eSTAR is a hosted solution. If data is required to be exported from eSTAR, it can be provided with any delimiters (comma, pipe, tab, fixed width) to be imported into any RDBM database.	Yes this can be provided.	SuccessEds Connex product completes this requirement. We use a NAT or VPN to connect to a client's system. The ODBC to their database. We pull down the demographics and upload Special Education data if requested.
12.	Can you provide a test environment with District data for testing interfaces? Can this be refreshed with current data when requested?	Yes	Yes	Yes
13.	Does your application handle updates such as location changes based on teacher/student movements?	Yes	Yes	Yes
14.	How does the application handle historical data from year-to-year with location changes the following year?	Location changes do not effect historical data.	Yes	Our rollover process rolls a student up based on the feeder pattern or "Next Campus" selected for the student.
15.	Can it handle staff members that are identified as being at multiple campuses?	Yes	Yes	Yes
16.	How often do you have software releases for patches? New releases?	Historically, esped releases two to three updates per year – one over the summer and another over winter break. Depending upon the circumstances, esped will occasionally release interim updates in the spring and/or fall.	Weekly	We release patches on a monthly basis. New releases occur 2-3 times per year.
17.	How often do releases include SQL upgrades/patches?		AWS offers operating system patching processes for EC2 instances with its Patch Manager solution. This allows for scheduled and automated application of patches as they are needed.	This depends on what is in the release and If there is a requirement to change the SQL.
18.	The District requires 2 weeks notification prior to system upgrades so they can be reported to our Information Services. Can you provide information prior to system updates? Please describe release notes, or provide a sample.	Yes	Yes	Yes. Our change release notes detail the program section item, specific change details, and any comments/notes.
19.	Describe your support model in detail. If 24/7 is required, what will the additional cost be?	Additional costs \$ _____ We provide comprehensive – 800 telephone support from 8:00am EDT to 6:30pm EDT with knowledgeable Texas specific technicians and support email is monitored up to 11:00pm EDT. Support is also provided on weekends.	Additional costs \$ ____ N/A _____	Additional costs \$ _____ Our help desk is operational from 7am to 5pm, Monday through Friday. We frequently respond to tickets outside that window. Tickets submitted outside of normal business hours are monitored and are addressed at the next open of business. Emergencies or system down events can be called in directly to the program manager after hours.
20.	How large is your technical development staff? Where are they located?	15 located in Andover, MA.	SEAS has 22 technical support personnel.	5 staff located in Frisco, TX.

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Section 19 – Architecture – Training – Support (cont.)		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
21.	How large is your support staff? Where are they located?	10 Located in Andover, MA and throughout Texas.	SEAS support staff is located in AR. The total support staff is 32 members.	<i>9 staff located across Texas</i>
22.	Can you respond within 30 days to required changes to the system interfaces?	Yes, at a cost of time & materials.	Yes	<i>Yes we can respond, but making changes has to be mapped out in our release cycle.</i>
23.	Describe your backup process and off-site storage plan.	Please see attached information for a detailed description of our Database Disaster / Backup Procedures.	Attain uses Amazon's Elastic Compute Cloud (EC2) which is integrated with AWS services such as Amazon Simple Storage Service (Amazon S3), Amazon Relational Database Service (Amazon RDS), and Amazon Virtual Private Cloud (Amazon VPC) to provide a complete, secure solution for computing, query processing, and cloud storage. Attain backups are run regularly throughout the day and stored in a separate region and availability zone within the US.	<i>We backup twice a day. Once at 8am and then at 12am. They are stored on a separate server.</i>
24.	Describe your Disaster Recovery (DR) capabilities.	Please see attached information for a detailed description of our Database Disaster / Backup Procedures.	Attain uses Amazon's S3 services to host database services and backups in designated locations composed of regions and availability zones. Each region is a separate geographic area and each region has multiple, isolated locations known as Availability Zones. This allows us to spread our instances and data across multiple locations in order to reduce the impact of an unplanned outage. In the event of an outage, Amazon operates state-of-the-art, highly available data centers which are able to rapidly recover our IT infrastructure and data.	<i>We maintain a backup retention of 30 days at 12 hour intervals to facilitate record recovery if needed. Additionally, we maintain hourly transaction log backups in the unlikely event of a database failure. All backups are stored on a separate storage SAN with redundant drives managed by a separate server.</i>
25.	Please give detailed specifications which explain all the infrastructure components including the database server, web services, peripheral servers and software including load balances and security protocols.	<p>ESPED is a web-based application service. There is no client installation. ESPED requires only a web browser and a PDF viewer. We Support MAC, PC and Linux desktop platforms.</p> <p>ESPEDs systems are based on a three-tier architecture, which includes a web server, application server and database server. All three tiers operate within a load-balanced cluster for redundancy, higher availability and scalability. We can easily expand any tier by introducing additional hardware to a cluster.</p>	SEAS is a 100% cloud-based solution which is an AWS hosted environment using Ruby on Rails as our web-application framework, Amazon Relational Database Service (Amazon RDS) with PostgreSQL as the back-end database, and Amazon's Elastic Compute Cloud (Amazon EC2) as our web service. SEAS will provide the district with the capability to use the district's own ADFS system and their defined password standards for account management. SEAS will also provide the district with the ability to configure user roles and permissions based on district specifications.	<i>Our infrastructure consists of a six virtual server web farm running Window Server 2012 with IIS 8 segregated on dual Windows Server 2012 Hyper-V hosts with an active/passive failover barracuda load balancer, dual instance database servers running Window Server 2008 R2 with SQL Server 2008 R2 in active/passive failover cluster with instance replication (one-way replication to provide a subscriber instance for reporting) backed with a dedicated 16 drive SAN array just for the databases. Our entire infrastructure is behind a pair of active/passive failover Juniper firewalls and redundant Cisco Switches that ensure uninterrupted access to our applications. All hardware is physically secured in a collocation ViaWest offsite data center.</i>

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Section 19 – Architecture – Training – Support (cont.)		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
26.	Can you migrate all existing data in the current package into the new system? Pricing should include the cost of the professional services required to undertake this task.	PSJA ISD is a current customer, eSTAR, powered by Frontline Education, is already implemented in the district, therefore, data conversion is already in place.	Yes we can attach PDFs of the current data.	<i>We can migrate all compliance and PEIMS 163 data as well as PDF documents.</i>
27.	Will the environment allow the District to preview and test new releases of the software before they are promoted to production?	Yes	No Response	<i>Yes, by request.</i>
28.	Are table driven validation tables date-tracked with beginning and ending dates? If not, how is a master file code disabled from further use?	Yes	No Response	Yes
29.	Shall provide functionality that can cause the restriction of valid entries in one field based upon the data entered in another field.	Yes	No Response	Yes
30.	Shall be scalable for a district with 33,000 students, 2,334 special education students, and 2,000 staff members.	Yes	Yes	Yes
Section 20 – Training		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
1.	The District would like proposals to offer different options for training on the new system. Examples include: in person training, group training classes in district, out of district, online training, per hour training, per day training, train-the-trainer options, etc. Vendor should suggest the amount of training time required for system. Include hourly/daily cost for additional training,	PSJA ISD is a current customer. eSTAR, powered by Frontline Education, is already implemented in the district, therefore, no additional training is needed.	Please see attached TTCO Holding Prof Dev.	<i>Please see attached SuccessEd Training Section.</i>
Section 21 – Security		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
1.	The successful vendor package shall provide role based security that allows the District to establish data accessibility and manipulation rules based on a specific user's or group of user's job role.	Yes	Yes	Yes
2.	A user has one account, but may have many roles. The user's account gives them access to all schools, roles, and students to which that are assigned.	Yes	Yes	Yes
3.	Ability to import users and set security by job role and campus.	Yes	Yes	Yes
4.	Ability to assign access to more than one campus.	Yes	Yes	Yes
5.	Ability to access the system and all modules by District.	Yes	Yes	Yes
6.	Ability to access the system and all modules by classroom, job role, date, and time.	Yes	Yes	Yes

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VENDORS		esped.com, Inc.	TTCO Holding Company, Inc	SuccessEd, LLC
Section 22 – Project Management		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
1.	Is a Project Manager provided/assigned?	Yes	Yes	Yes
2.	The District anticipates need for rapid deployment. Can you accommodate this rapid implementation?	Yes	Yes	Yes
Section 23 – System Availability and Software Support		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
1.	24/7 availability. Describe scheduled maintenance windows.	Yes, our eSTAR system is available 24/4. Historically, we release two to three updates per year – one over the summer and another over winter break. Depending upon the circumstances, we will occasionally release interim updates in the spring and / or fall.	The Amazon EC2 Service Level Agreement commitment is 99.99% availability for each Amazon EC2 Region. Maintenance windows are conducted as needed and scheduled after hours in order to minimize any impact to end users. SEAS' account managers will notify district contacts prior to any scheduled maintenance window.	<i>Support is available during normal business hours. Maintenance is performed after normal business hours.</i>
Section 23 – System Availability and Software Support (cont.)		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
2.	Describe support model. (i.e. How are requests for support submitted? Escalation process.)	We provide comprehensive – 800 telephone support from 8:00am EDT to 6:30pm EDT with knowledgeable Texas specific technicians and support email is monitored up to 11:00pm EDT. Support is also provided on weekends.	<p>Toll free support is available 8-5 CST Monday thru Friday. Any users can call or send chat messages via the application. Each support item is entered into our ticket system and notifies the districts of the process. Technical Support is essential with any software solution. We have a toll-free number that users can call to access our Technical Support Group. <u>Anyone from the district</u> can call for assistance. Our trained staff assists customers from the simplest of issues to the most complex. Toll-free telephone access as well as online access is provided (with less than 2 business hour response time to messages in the rare event that a staff member is not available to personally take the call). Technical support is also available via email.</p> <p>The Customer Support Center is staffed from 8am to 5pm in all US time zones on all days except weekends and SEAS holidays. Customers reach a support staff member more than 95% of the time when they call. Any phone calls that reach the Support Center message box are returned within two business hours.</p> <p>Weekend and afterhours support is available through the Afterhours Help Desk, extending support hours to 10pm M-F CST and weekend support hours from 8am to 5pm CST. Other support methods available to all users is "live chat" and email support.</p>	<i>Users may either call in to our support center directly for support or submit a ticket online. Regardless of the contact method, a tracking ticket is created and emailed to the user for reference. User "how to" issues are answered immediately if possible or within 24 hours if necessary. Technical issues are escalated immediately for a response within 24 hours. If the escalated issue requires development, this is further escalated to the development team and scheduled for an immediate fix or release in an upcoming program release.</i>

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VENDORS		esped.com, Inc.	TTCO Holding Company, Inc	SuccessEd, LLC
Section 23 – System Availability and Software Support (cont.)		Yes/No/Custom or Response	Yes/No/Custom or Response	Yes/No/Custom or Response
3.	Describe Response and Escalation Process	Any user within the district may contact our support services. In order to manage and categorize customer problems, we employ Sales force as a CRM, so every call and email is tracked and additionally, customer problems are given case numbers and are open tickets until they are officially closed i.e. resolved.	Immediate written notice of the issue, background, impact and potential courses of action will be distributed to the next escalation level on both SEAS Education and PSJA ISD.	<i>Users may either call in to our support center directly for support or submit a ticket online. Regardless of the contact method, a tracking ticket is created and emailed to the user for reference. User “how to” issues are answered immediately if possible or within 24 hours if necessary. Technical issues are escalated for immediately for a response within 24 hours. If the escalated issue requires development, this is further escalated to the development team and scheduled for an immediate fix or release in an upcoming program release. Level 1 requests for support (user issues, “how-to”, general product navigation and guidance) are answered immediately or within 24 hours at the latest. Level 2 requests are those that require technical support for connections, development, data issues) are escalated to a program manager and/or technical services staff. A response is provided within 24 hours and resolution time may vary. Level 3 requests (system down, system inaccessible) are escalated immediately to the Director of Technical Services for immediate resolution. Though we have not experienced any system outages this year, we are able to restore functionality within 30 minutes.</i>
4.	Describe communication plan for larger issues that cannot be.	Our support staff will work with the Engineering team to resolve larger issues. Our support staff members will act as middleman.	<p>The escalation Communications plan will direct all issues/problems that must be handled inside and outside of the Project Team. As part of the Implementation Project, an escalation path will be defined for handling issues. Once an issue has been identified as needing resolution outside of the Project Team, the following process shall apply:</p> <ul style="list-style-type: none"> • Immediate written notice of the issue, background, impact, and potential courses of action will be distributed to the next escalation level on both SEAS Education and PSJA ISD immediate meeting to discuss the single issue. No other issue will be discussed. The meeting will conclude with: <ul style="list-style-type: none"> ○ Courses of action ○ Written impact on the project to be distributing to the entire project team. ○ If the meeting does not result in an agreed-upon course of action, the escalation will move to the next escalation point, and so on, until resolution is found. <p>After a course of action has been determined, the SEAS Education Implementation Manager will incorporate the course of action into the project plan and present a summary of the effect on the project to the project team. Any team member will have the authority to raise an issue in the escalation procedure if they feel the project will be affected.</p>	<i>Larger issues that cannot be resolved quickly are escalated as described above. The program manager for the particular program with which the issue is occurring tracks and monitors the resolution and is the point of contact for the district if necessary.</i>

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VENDORS		esped.com, Inc.	TTCO Holding Company, Inc	SuccessEd, LLC
Section 24 – Pricing				
1.	Student Licenses: 2,334 students	27.03 – sSTAR Special Education		
	a. Cost per license	a. \$ <u>1.39 – eSTAR RTI</u>	a. \$ <u>14.00</u>	a. \$ <u>22.50</u>
	b. Grand Total for all 2,334 licenses	b. \$63,110 – eSTAR Special Education \$ <u>3,260 – eSTAR RTI</u>	b. \$ <u>32,676.00</u> Please see Attachment TTCO Holding Pricing Proposal	b. \$ <u>52,515 per year + \$6,825 in year 1 only</u> b1: Year 1: \$59,340.00 b2: Year 2 and beyond: \$52,515
			SEE JUSTIFICATION **TTCO Holding, Inc. (SEAS Education) does not have access to State Performance Plan (SPP) Indicator reports to be in compliance with Indicator 11, 12 and 13. Additionally, supplemental software would need to be purchased to create goals and objectives for individual educational plans.	LOW PROPOSER JUSTIFIED

Recommendation: That the Board of Education award the Request for Proposals (RFP's) for Student Data Management System for Special Education Department Records # 17-18-035 to the lowest proposer(s) below

<u>ITEMS</u>	<u>PROPOSER(S)</u>	<u>TOTALS</u>
Student Data Management System (All Sections)	SuccessEd, LLC	\$59,340.00

Emily Garza
Director of Purchasing

Charge Budgeted Account Numbers: 162-11-881-823000-6249-00
162-13-881-823000-6291-00

Nine (9) vendors were mailed letters of invitation to download bid specifications
Twenty four (24) vendors downloaded bid specifications
Zero (0) No Bids
Zero (0) Non-Responsive / Non-Conforming

TAKEN TO BOARD OF EDUCATION / MAY 14, 2018